**7e 2015/16 SEL Me and my book Checklist**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of your book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before you start:

1. *Organise all the support (how to information) in alphabetical order. Check the underlined words in the headline to do this. Each lesson you* ***must fill in the columns****:*
* *When did you work on it?*
* *Who did you work with?*
* *How much time did you need?*
1. *When you work on the reading portions you must* ***take notes in the paper Reading Portions.***
2. *You must have a* ***separate sheet*** *where you write down* ***vocabulary****.*
3. *For each task check if you must use the* ***support material*** *or if there is support material that you can use.*
4. *If the list says “individual work” you can still do it as a team if you want to.*

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| --- | --- | --- | --- | --- | --- |
| **Material** | **When did you work on it?** | **Who did you work with?****Who did you talk to?** | **How much time did you need?** **(in minutes)** | **Compulsory support material (= you MUST use it)** | **Did you use the support material in your folder?****Yes: tick** |
| **1 Peanuts – book report** **(individual work )**Watch the following clip and fill in the worksheet <https://www.youtube.com/watch?v=HZEmxby8g8A> |  |  |  |  | How to take notes |
| **2 Discussion - language (team work)**Fill in the worksheet* **HW: learn the expressions**
 |  |  |  | Discussion - language |  |
| **3 Snowball discussion: (team work; two teams together; the whole class)**What should a good text/book be like? Which elements are important?Decide on the three most important ones. |  |  |  | How to have a snowball discussionDiscussion - language |  |
| **4 Texts that you read and films that you watched (individual work)**Write about a book that you read or a film that you watched (in class or at home).Give a short summary and explain what you liked, didn´t like. Give reasonsSwap your text with another team:Check the verb forms. Check: is it really a summary?* **HW: How to express logical links – learn the expressions**
 |  |  |  | How to express logical links between sentences | How to summarize informationHow to write a text – language – tensesList of irregular verbs at the back of your school book |
| **Puffer (mit 6 zusammen)****5 Library rules (individual work in the whole class)**<https://www.youtube.com/watch?v=ra7r1dYHGgY>Take notes on what you see in the clip, especially: what can you do, what can´t you do in a library? |  |  |  |  | How to take notes |
| **6 Write down seven library rules. (team work)**They can also be funny ☺Use the following words: *can, may, must, should, mustn´t, (not) be allowed to, (not) be able to*Exchange with another team.Check: is the correct modal auxiliary used?* **HW: Write down five more rules (library or your sport or your school or your family…). Learn the modal verbs**
 |  |  |  | How to say können… |  |
| **7 Describe the cover of your book and speculate (talk about) what it is about** **(team work)**Then go together with another team and exchange your ideas |  |  |  | Discussion - language |  |
| **8 Reading portion 1 (team work)**Take notes on the characters and the plot (Handlung) and do no.9 |  |  |  |  | How to take notes |
| **9 Mindmap or list of vocabulary (team work)*** write down five REALLY important words – without these words you couldn´t understand the plot/action (if you don´t know a word look it up)
* at the beginning of each lesson take turns and ask the other person/s in your team
* when you have finished the book give your list to your teacher
 |  |  |  |  | vocab list at the back of your school bookdictionary on your teacher´s deskwww.leo.org |
| **10 How to say können…(team work)**Ask each other the meaning of the modal verbs. Take turns. |  |  |  | How to say können… |  |
| **11 What characters can, must, mustn´t do (team work)**Write four sentences about characters in your book. Use modal verbs.Give the texts to your teacher. |  |  |  | How to say können… |  |
| **12 Explain to an English-speaking pupil what German youngsters like reading**: **(team work)****I**magine an English or American pupil has asked you what German youngsters of your age like reading.. You use one of the “Badische Zeitung-Kinderkritik” texts (copy from your teacher) and you add your own opinion on this book and tell this pupil which kind of books you like..Give it to another team. Use the support How to do mediation to give feedback: Is it really a mediation? |  |  |  | How to do mediation | How to express logical links between sentences |
| **13 HW: Explain to an English-speaking pupil what German youngsters like reading**: **I**magine an English or American pupil has asked you what German youngsters of your age like reading.. You use a different text of the “Badische Zeitung-Kinderkritik” texts (copy from your teacher) and you add your own opinion on this book and tell this pupil which kind of books you like.. |  |  |  |  | How to do mediation |
| **14 Reading portion 2 (team work)**Take notes on the characters and the plot (Handlung) and do no.15 |  |  |  |  | How to take notes |
| **15 Mindmap or list of vocabulary (team work)*** write down five REALLY important words – without these words you couldn´t understand the plot/action (if you don´t know a word look it up)
* at the beginning of each lesson take turns and ask the other person/s in your team
* when you have finished the book give your list to your teacher
 |  |  |  |  | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **16 How to describe and characterize a person from a text** – **1 worksheet (individual work)*** do the worksheet
* then check the support (2)
 |  |  |  | How to describe and characterize a person from a text 1 – worksheetHow to describe and characterize a person from a text 2  |  |
| **17 Learn adjectives to characterize a person from a text:**Check if you know the meaning of the adjectives in the list. If you have to look up a word/chunk write down the German.**HW: learn the words** |  |  |  | How to describe and characterize a person from a text 3 – language support | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **18 HW: How to describe persons and things – relative clauses (revision) (individual work)**Fill in the worksheet |  |  |  | How to describe persons and things - relative clauses |  |
| **19 Characterize a person from your book (team work).**Don´t forget to use relative clauses to explain who someone or what something is.Give the text to your teacher. |  |  |  | How to describe and characterize a person from a text 3 – language support | How to describe and characterize a person from a text 4 – model textHow to describe persons and things - relative clauses |
| **Puffer****20 How to compare persons or things (individual work)**Fill in the worksheet* **HW: Choose different books or films and compare them. Use five different adjectives to do that.**
 |  |  |  | How to compare persons or things |  |
| **21 Reading portion 3 (team work)**Take notes on the characters and the plot (Handlung) and do no.22 |  |  |  |  | How to take notes |
| **22 Mindmap or list of vocabulary (team work)*** write down five REALLY important words – without these words you couldn´t understand the plot/action (if you don´t know a word look it up)
* at the beginning of each lesson take turns and ask the other person/s in your team
* when you have finished the book give your list to your teacher
 |  |  |  |  | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **23 How to express logical links in a sentence (team work)**Ask each other for the English meaning of the German words. Take turns.**🡪HW: Write five sentences about your book and use five different logical links.** |  |  |  | How to express logical links in a sentence | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **24 Summarize reading portion 3 (individual work – no team work)**Give it to your team partner(s)Use the support How to summarize information:Is it a summary?Is all the important information there?Are the verb forms correct?Are there logical links?Give it to your teacher.* **HW: Summarize the three reading portions that you´ve read.**
 |  |  |  |  | How to summarize informationHow to write a text – language – tensesHow to express logical links in a sentence |
| **25 Freeze frames: (team work)**Present the three parts of the story in three freeze frames to another team.The other team must speculate what the story is about. |  |  |  |  | Discussion - language |
| **26 Reading portion 4 (team work)**Take notes on the characters and the plot (Handlung) and do no.27 |  |  |  |  | How to take notes |
|  **27 Mindmap or list of vocabulary (team work)*** write down five REALLY important words – without these words you couldn´t understand the plot/action (if you don´t know a word look it up)
* at the beginning of each lesson take turns and ask the other person/s in your team
* when you have finished the book give your list to your teacher
 |  |  |  |  | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **28 How to talk and write about a sequence of events in the past (individual work)** Fill in the worksheet* **HW learn what we need the past perfect for and how we form it**
 |  |  |  | How to talk and write about a sequence of events in the past |  |
| **29 Write about reading portion 4: (team work)**What happened? And what had happened before that? (Write in the simple past. If you write about a sequence of events make sure that you use the past perfect if necessary)Give it to your teacher. |  |  |  |  | How to talk and write about a sequence of events in the pastHow to write a text – language – tensesList of irregular verbs at the back of your school bookHow to express logical links between sentences |
| **30 Plan an exciting event (a day trip, a party, a journey…) for a character in your book (team work)**Discuss in your team.Then present your ideas to another team and explain why you have decided on this event. They give feedback on your ideas.Then it´s the other team´s turn.**🡪HW: Plan an exciting event (a day trip, a party, a journey…) for another character in your book** |  |  |  | Discussion – language |  |
| **31 Reading portion 5 (team work)**Take notes on the characters and the plot (Handlung) and do no.32 |  |  |  |  | How to take notes |
| **32 Mindmap or list of vocabulary (team work)*** write down five REALLY important words – without these words you couldn´t understand the plot/action (if you don´t know a word look it up)
* at the beginning of each lesson take turns and ask the other person/s in your team
* when you have finished the book give your list to your teacher
 |  |  |  |  | vocab list at the back of your school bookdictionary on your teacher´s desk[www.leo.org](http://www.leo.org) |
| **33 Watch the following three clips and take notes: (individual work in the whole class)**Take out your notes from the first lesson when you watched the Peanuts-book report clip (words and expressions that are used in a book report) and add to them.What should you not write in a book report and book recommendation and what should you write in a book report and recommendation:<https://www.youtube.com/watch?v=-CNjzozK534><https://www.youtube.com/watch?v=9CGNAujYHcw> |  |  |  |  | How to take notesHow to say können… |
| **34 Check your notes with two teams**. Change or add information if necessary.When you have finished go to your teacher and check (Erwartungshorizont book report) |  |  |  |  |  |
| **35 Write a book report and a book recommendation.(team work)**Swap your text with another team**Check:*** is this a book report/recommendation?
* are the tenses correct?
* did the other teams use connectives?

**Correct/re-write your text**. Hand it in to your teacher. |  |  |  |  | How to summarize informationHow to write a text – language – tensesHow to express logical links between sentences |
| **36 Present your book to the class.**Give feedback to your class mates and their book reports and book recommendations:* Can you get an idea of what the book is about?
* Is the information presented in a good structure?
* Is the information presented in an interesting way?
 |  |  |  | Discussion – language |  |
| **Optional:****Choose one of the following tasks:*** write a diary entry for a person in your book (one page)
* design a leaflet: you want to advertise for the book or for something in the book
* design a photo story (you can use photos from magazines or draw the pictures)
* design a film scene and film it

All these tasks must have something to do with the book you read! |  |  |  |  | How to write a diary entry for a person from a text |